DOCUMENT RESUME

ED 156 269 JC 780 365

AUTHOR Marsee, Stuart E.
TITLE Patterns Influencing Community College Change.
PUB DATE Mar 78
NOTE 74p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *College Role; Community Colleges; Educational Needs; Educational Responsibility; Educational Trends; Enrollment Influences; Financial Problems; Financial Support; *Futures (of Society); *Junior Colleges; *Social Change

ABSTRACT

Trends and issues that will influence the development of the community college towards its highest potential as a social and economic force are explored. Chief among the efforts to define the community college role in California were those of the Regents of the University of California and the State Board of Education who offered guidelines for the instructional functions, admissions policies and research responsibilities of the institutions. Future challenges facing community colleges in terms of economic pressures and financial support structures, the increase in leisure time, social changes, institutional growth, manpower needs, counseling, curriculum, and teaching are presented. Guidelines are proposed for future action which include recognizing the diverse educational responsibilities of community colleges and meeting these responsibilities with quality programs and services which are student-centered. "Change" is underscored as the single most important characteristic of the future of community college development. The ability to adjust is shown to be a corollary to change, and the instrument for adjustment to be an educated populace, prepared to meet the shifting demands of a complex and quickly altering society without sacrificing the responsibilities and privileges of individual freedom. (TR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED156269

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Stuart Marsee

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PATTERNS INFLUENCING COMMUNITY COLLEGE CHANGE

Stuart E. Marsee
President, El Camino College
March 1978

JC 780 565

Patterns Influencing Community College Change
Stuart E. Marsee
President, El Camino College
March 1978

In the face of a rapidly changing world and recognizing the complexity of the problems that face society, it is vital that our community colleges serve at the highest level. This paper is devoted to the identification of some of the trends and issues that will influence the development of the community college if it is going to reach its highest potential as a social and economic force in providing education for the world of tomorrow.

The citizenry must ask and find answers for such questions as:

Who should go to college and why?

What is the place of the community college in higher education?

What are the economic pressures on higher education and how are they to be met?

What kind of education is needed for the world of tomorrow?

What is the educational outlook for tomorrow?

What are major community college guidelines for future action?

The progressive level of society depends upon the quality of the persons within it, upon their developed senses of responsibility, and upon their abilities. Higher education should and must be a means of evoking the best from the capabilities of its individual members. Anyone would recognize that these individuals are by no means equal. Even through "rose colored glasses" no one would imply that all students can or do profit from higher education.

The worth of the individual and the importance of human salvage are so necessary that institutions should and may be compelled to accept and to try their best with many who are of "risk value" and who may prove they should not be in college. Remedial courses, counseling for new and realistic goals, dual track curriculum, terminal education, short-term courses, on-the-job and for-the-job training must be used as necessary education methods and techniques. Providing educational opportunities for the less gifted and glamorous "stepchildren" of higher education is necessary in our society, and unattractive and burdensome as they appear, they cannot, in a democratic society, be rejected as "unwanted children." When we embrace and "wed the profession" we assume responsibility "for better or for worse." Being responsible for the "problem kid" does not evoke the pleasure realized with the model child, but he is worth the effort--particularly when he succeeds!

It is acknowledged that educational programs are influenced by the forces of popular national culture, government, the business community, and a fourth dimension--the nation's position in international affairs.

Education must, in the face of the many demands upon it, stand firm in providing leadership for a balanced program to meet the many needs of society in the directions of both quality and excellence. Answers must be provided to the questions "What is worthwhile?", "What is most genuinely needed by the student?", "What does society as a whole require?", "What priorities must be established in fulfilling our goals?"

Little is to be gained if we develop an intellectual elite who can and will be overwhelmed at the polls by those educationally deprived. It is not suggested that educators may or should become remote or should fail to appreciate the public needs or public interests. Neither is it proposed that educators not be on the cutting edge of determining curricula and standards of quality. The plea is for openmindedness and creative planning in meeting the needs of every individual in a dynamic society.

The acceptance of the community college as an important partner in higher education is becoming commonplace throughout America. California, probably more than any other state, has defined the place of the community college in higher education. The University and the state colleges of the California State System of Higher Education have, by specific definition, become selective. The community colleges are more truly "open door" institutions which are by legislative definition designed to serve all who can profit by their instructional programs. Specifically, qualifications for entrance to the community college include all high school graduates or those eighteen years of age or over who may profit from the instruction.

Appendix II, pages 207-9 of A Master Plan for Higher Education in California contains a "Joint Advisory Committee Report on Differentiation of Function Among the Publicly Supported Segments of Higher Education in California as Amended by the Master Plan Survey Team." This report was prepared by a joint committee of the Regents of the University of California and the State Board of Education. It was modified by the Survey Team.

Though not adopted by the Regents and State Board of Education, the Survey Team took the position that the Joint Advisory Committee statement, as amended by the Team, would be of use to the Coordinating Council when it became established. Three areas of importance were discussed in the "Report."

A. "Instructional Functions - The Junior Colleges will provide:

1. The first two years of a collegiate education for students planning to complete work toward baccalaureate degrees.

2. Two-year associate-in-arts degree programs with broad application for citizenship, health, family living, science, and basic communication needed by citizens.

3. Vocational-technical, general education and training to prepare students for occupations which require two years of training or less.

4. Counseling services sufficiently extensive to meet the needs of a nonselect group.

5. Remedial courses for students whose preparation for their chosen curricula is inadequate."

B. "Admission Policies - The Junior Colleges will:

Admit all graduates of California high schools who desire to continue their education, and others whose maturity indicates potential success in post-high school education."

C. "Research - The Junior Colleges will:

Consider themselves instructional with work confined to the lower division; hence, research should be directed toward improving the quality of junior college instruction.

(In addition, junior college faculty should be encouraged to pursue individual research during summers and whenever possible during the academic year.)

The legal provisions of the function of the community colleges are contained in California Education Code 66701 as follows:

"Public Junior Colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the Associate in Arts and the Associate in Science degrees. These programs may include but shall not be limited to: standard collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses; and community services."

What are the Economic Pressures on Higher Education and How are They to be Met?

American higher education is experiencing critical and widespread financial pressures. The problems ahead for higher education are many--new fields of study will be explored; additional community services, both economic and social, must be undertaken; the quality of education must be improved; and the doors of colleges will be open to almost everyone.

The community and the nation need the products of institutions of higher education--educated people, scientific insights, and technological advances. The states and/or the nation have the capability to finance the needs of the nation's system of higher education.

There are many demands on the financial resources of the taxpayer, e.g., for national security, fiscal affairs, general administration, alleviation of poverty, health, corrections, social welfare, all levels of education, and many more.

Walter Lippmann has stated the matter this way:

"We must measure our educational effort as we do our military effort. That is to say we must measure not by what it would be easy and convenient to do, but what it is necessary to do in order that the nation may survive and flourish. We have learned that we are quite rich enough to defend ourselves, whatever the cost. We must now learn that we are quite rich enough to educate ourselves as we need to be educated."[1]

---

[1]"For Your Information," Circular Number 31, February 8, 1963; Joint Office of Institutional Research, Quote of Note, p. 3.

Caught in the pinch of rising costs, higher enrollments and cuts in budget requests, educators often feel frustration believing that politicians do not understand their problems--that legislators want more and better higher education but are not willing to pay the cost.

On the other hand, legislators often think of college presidents as unrealistic people living in the dream world of ivory towers and who do not understand modern business management or the political realities of the competing demands for public funds.

The truth of the matter is that legislators are concerned about higher education, and college educators are realistic people who do understand balance sheets and who are interested in the legislators' points of view. The president had better be realistic because it is the legislators who, in the final analysis, will give leadership and direction to new taxes or necessary reforms in the revenue system!

Many factors are working that will change the face of America and its institutions of higher education. Of immediate concern to our nation are the problems inherent in population growth. In the next 20 years, national population will exceed 255 million--a growth of almost 65 million. The increase will be the same as adding one city, approximately the size of Los Angeles, to the country's population each year.

As the administrators of community colleges review the programs of their respective institutions there is reason to believe, in most cases, that the existing programs will survive the financial demands of the next decade. There is serious reason to be concerned whether the existing tax structure can underwrite needed additions in curricular offerings for a higher proportion of our college population. I know of no community college of any significance that does not need new and improved programs. In most institutions there is a general need to expand and to enlarge opportunities for the student. Most institutions do not have the assurance of necessary long-range financing to undertake the development of much needed programs--either for capital outlay needs or for current operating costs.

Most tax structures are no longer adequate to do today's job. Tax reform does not mean tax reduction. It means, rather, a redistribution of the burden so that revenue is obtained as equitably as possible and apportioned among various levels of government in terms of justifiable need and with no segment of the economy favored over another.

The smaller the geographic unit of government the greater the reliance upon the property tax. After all, it is difficult to evade this tax as real property is immobile. Such a necessary reliance upon property taxes retards needed revenue and also causes the real property owner to bear an unfair and uneconomical burden.

Undoubtedly the political organization of many states does not permit adequate use of broader based financial resources to supplement the resources of the localities. It has been claimed that urban areas are under-represented in the governments of most states and that rural-dominated legislators are not greatly sympathetic regarding the support of higher education costs and aspirations of urban areas.

The higher education problems that beset most states and communities call for realistic solutions at the state and local levels. As a result of inertia regarding the solution of these problems at this level, we are fast moving toward the direction of the acceptance of state and federal support of higher education as an obligation to all students.

Future increases in enrollment will be the greatest in the high-income states. This is where, from an economic and financial standpoint, the effort as measured by ratio of school revenue receipts or expenditures, is lowest, and where the ability to devote a higher proportion to school support is greatest. This does not waive the reality that even in the most affluent state there are important financial and political obstacles that must be overcome if higher education is to adequately serve society.

Where property tax rates are high, (when measured against market value) it is considered advisable to attempt to obtain from property taxes only the proportion of increased costs that result from a growth of tax base, (assuming assessments are kept up to date) and to use other tax sources for revenues caused by higher tax rates or new taxes. This implies that in California the state must provide an increasing share of community college support if equity in responsibility is to be accomplished.

Educators have long realized that the methods of raising money rest in the domain of the legislators. Regrettably, most studies regarding school finance are relegated to the proposals for distributing state funds.

Education will be changed in the next decade. The investment is great and it will become greater. Not to be overlooked is the need to obtain greater productivity. Educators and others have been flirting with improved techniques of teaching and better methods for improving the learning environment The economics of the education problem, with inflation being an important factor, makes it evident that greater efficiency must be obtained at an accelerated rate.

Yes, it is unrealistic to assume that the provision of more money, while essential, will cure the financial ills of higher education. The schools need to use more efficiently the resources available both in facility and in manpower and to be more innovative in accomplishing a higher degree of efficiency in the learning process. The introduction of new technology, relief for teachers from non-professional tasks, greater use of paraprofessionals, and the exploitation of new methods of communication--all of these are relevant.

What Kind of Education is Needed for the World of Tomorrow?

Herbert Spencer stated that, "The wise man must remember that while he is a descendant of the past, he is a parent of the future; and that his thoughts are as children born to him, which he may not carelessly let die." Thomas Jefferson said much the same in different words in stating, "I like the dreams of the future better than the history of the past."

It is good to build on the foundations of the past, but only the shaping of the future is still within our power. Unfortunately, in the minds of too many, the dreams of the past are so vivid that they cannot see the future. It is time to awaken and to be prepared to live in a startling new America unfolding in the next two decades.

A New Look at Simple Problems

It will be necessary to take a hard new look for the solution of mundane problems; such as providing fresh air to breathe, water to drink, disposal of junk, adequate transportation, noise abatement, housing, food supply, and other necessities for survival in an urban society.

While we are struggling to adjust for physical survival, we must, as individuals, "re-gear" for a new economy. It is predicted that consumer spending will shift, in the years ahead, from a "products" economy to a "services" economy. An increased emphasis will be placed upon such things as travel, recreation, hospital and medical care, beauty care, and household utilities. Jobs will require more skill, training and education.

Automation will take over more jobs but new products and new industries will bring added opportunities. Scientists at the National Aeronautics and Space Administration predict that two thirds of all the products that people will buy in the not-to-distant future are still undeveloped. It is estimated that about half of the children now in grades one through six will be employed in occupations that do not now exist.

Time on Your Hands - Leisure

By 2000 there will be millions of people working a normal twenty-eight hour week; four seven-hour days a week. Vacations will be two or three weeks in the summer and again in the winter. Practically everyone will have sabbatical leaves. Intelligent use of leisure time will present serious problems in the future. Increasingly, education will be a median for economic survival. Even more important, it will become a vehicle that will replace work as supplying an avenue to find meaning to the lives of people.

Social Change

1. As important as technicians, professionals and scientists may be, the greatest need will be for wise leaders and an enlightened citizenry, capable of planning and governing the complex new urban society. At the present time, an estimated eight million Americans 25 years of age and older have less than five years of schooling, and almost 23 million have less than an eighth grade education. Education for a future America must reach all educable citizens to an increasingly higher degree.

2. The education of the underprivileged, namely the Negro, will demand increasing attention. The Negro population will increase from 21 million to 30 million, or from 10.8 percent of the population to 12 percent by 1985. The movement of the Negro from the south will continue.

3. In 1985 no country or city will be more than 24 hours away. London will be less than two hours from New York. Problems of communication and international understanding will call for more education. Language, social, cultural, racial and economic barriers will have to be erased.

4. Bigness will characterize business, labor and government. Big government will keep a restraining hand on the other two. Labor and management will struggle to be a dominant factor in government. The big challenge to education is to educate youth regarding the principles of democracy, the free enterprise system, and respect for individual freedoms in an urban atmosphere which requires the moderating of group pressures.

5. The Judeo-Christian religion will be challenged as never before during our nation's history.

What is the Educational Outlook for Tomorrow?

The pace of scientific and technological change has so accelerated that what happens in the coming twenty years will overshadow what has happened in the past fifty years. Few people, even thirty years ago, had any inkling of the foremost problems of today--overpopulation, thermonuclear war and automation. The ability to solve the many facets of these problems and others less dramatic, will shape the future of our society.

Growth

1. Enrollment in colleges will grow at a slower pace.

2. Four out of five in the college age group will take formal education beyond high school.

3. Education will continue to be a major industry of our economy, with virtually everyone a consumer. It must replace the military as an economic balance wheel. The increasing needs of a larger population, coping with a rapidly changing world, will require significant changes in education and the educational delivery system.

4. Women will be freed from the burdens of the home by modern technology, the women's liberation movement, and equal opportunity legislation, and will become increasingly available for education and industry, both as producers and consumers.

5. Little relief for increased enrollment will be forthcoming for small, independent colleges. It is estimated that 85 percent of the college population will be in public colleges by 1985. Community colleges, which were for a time opening at the rate of 50 each year, will increase at a very moderate rate.

Some Manpower Needs

1. There is a tremendous shortage in the supply of the dental, medical, and health service fields. This lag will continue, mainly because of limited educational facilities.

2. Need for mechanics and repairmen to service household and office equipment and gadgets will place an increasing need for the technical training facilities.

3. Automation will take over many jobs, but the sheer volume of paperwork will grow even faster and skilled secretaries, clerks, bill collectors and machine operators will be in demand.

4. Government service at the federal, state and local levels will increase from ten million to above 16 million by the 1980's.

5. Topflight professionals will be in short supply for many years to come. As the work weeks and years shorten for many, the burden will increase in highly specialized areas. We are shortchanging society by a too short-range investment for development in many professional and leadership areas.

Counseling

1. Counseling will become increasingly important because of the rapid change of opportunities.

2. Test data and scientific knowledge relating to abilities of individuals will become more reliable and valid. Use of computers will stimulate progress in this area.

3. The school will work in closer harmony and with an increasingly more realistic and practical relationship with industry, business, unions and legislators in the solving of economic and social problems. Schools and colleges will become less a place to keep youth out of the labor market and more a place to develop skills and attitudes needed in a free, competitive market.

Curriculum

The focus of education is shifting from teaching to learning. The emphasis is from learning by memory to creativity, appraisal of values, and development of attitudes. This trend is resulting in a more serious but less placid student.

1. In the world of the 1980's, electronic computers will have helped change the face of education. They are efficient information-handling machines which can keep track of a large number of facts--accurately, swiftly, and reliably. They are, and will continue to be, used increasingly to gather and correlate a vast number of significant facts and help solve many scientific problems--thus bringing vast curricular changes and increasing need for in-service training of teachers.

2. Changes in technology will bring greater need for retraining and "vocational-professional" education will become a lifetime process. It will become common for one to have several careers as older ones become obsolete.

3. The arts will grow, both as a leisure and occupational pursuit.

Teaching

1. Teaching techniques must change faster than ever before in history. Learning centers with computerized machines and more self-paced learning will become commonplace.

2. Closed and open circuit television, programmed instruction, taped lectures will increase and education will be offered on a 24-hour basis.

3. The number of teaching aides--subprofessionals, trained to perform numerous non-teaching classroom tasks--will increase.

What Are Major Community College Guidelines for Future Action:

Our country has been the first to introduce mass education. Our age is different than any before. We have been living in an era of Industrial and Social Revolution and we are "free wheeling" into what is called the Scientific Revolution. Our future and our very lives most likely will depend upon the quality and availability of our education. Education in this country is the best in the world. Currently, it is certainly at an all time high in quality. But the trouble is--it isn't good enough! Some guidelines for the community college to provide for a democratic and diverse society are listed as follows:

1. A salutary quality of American higher education is its diversity. Educational opportunity beyond high school for all who can profit is, and must continue to be, the goal of the community college. It is the responsibility of these institutions to provide programs--transfer, terminal and continuing--for the mentally gifted, as well as for those whose intellectual abilities are limited.

2. The community college must provide freedom to think, freedom to learn, freedom to act. The college cannot dispense with law and order in the exercise of these basic American freedoms. It must match freedom with responsibility.

3. It must constantly research and seek methods for improved instruction and learning environments for students with wide varieties of abilities.

4. The community college should be everywhere--but only with quality. California public community colleges have more than doubled in number since 1945--from 40 to 105. The flourishing community college should be an instrument in rectifying the geographic imbalance in artistic and intellectual life across our country.

5. The doors of a community college should be open to all. When necessary, it should operate as a revolving door. It should not be a haven for the incompetent, the lazy, or for those without potential. The student must perform! But he must be provided with that chance for success through evaluation, placement

counseling, and superior instruction. "Swim or sink" as a philosophy of education has no place in a community college--or elsewhere, for that matter.

6. The college must remain student-centered, rather than subject-centered. The educational program must be broad, and the student should be given freedom in selecting his field of study. Counseling must always be available.

7. More money must be expended for "quality" education. Every study made of the relationship of a nation's wealth and its educational level indicates a definite correlation between financial support and material prosperity.

8. The community college must strive to achieve and maintain balance among the many aspects of the programs of transfer, terminal and continuing education.

9. The community college must enter into the daily life of the community, as well as of the state and nation. Conversely, the community must reflect its membership and interest within the life of the college.

10. The curricula of all universities are multi-track. The community college curricula must intentionally and obviously be so designed. This is particularly true when a college level transfer course does not fit the technical and general education needs of the terminal student.

11. The community college upholds the dignity of all students. It is designed to fulfill this objective. There are many areas for excellence and each is important if a free society is going to function. Individuals differ greatly in their talents and motivations, and there must be diverse programs within the educational system of community colleges to take care of the diversity of individuals.

12. Undeveloped talent or a need for "retreading" of the individual (both male and female) in mid-career is an area for recruiting new talent. The community college is particularly adapted to perform this function.

13. Higher education facilities, as now construed, cannot possibly meet the demands that are moving relentlessly toward us. The community college is destined to take an increasingly larger percent of the lower division college students--thus freeing the university for upper division, graduate and research functions. The university, no doubt, will continue with a representative lower division student body. Its purpose will be to provide a control group for comparing the quality of education of the transfer student. It will also provide an opportunity for a representative athletic program.

14. The Education Policies Committee points out that the goal of individual freedom requires a much greater ability to think and develop than can be accomplished within the high school years of adolescence and immaturity. Two more years of tuition-free public community college can contribute, in a large measure, to youth's growing maturity.

15. The community college has assumed a role in providing occupationally oriented education. The generally popular acceptance and support for this kind of education, plus the fact that few other institutions offer this type of program, provides a wide spectrum of service.

16. The community college serves an important function in popularizing and democratizing higher education.

17. There is grave danger of shrinking opportunities for potential students where education is currently unavailable as a result of changing admission requirements of four-year colleges and universities. The community college must fill this gap.

18. A major factor in the success of the community college in California has been the cooperation and support of the University of California and other colleges and universities. This partnership is essential for continued growth.

19. Community colleges must broaden their areas of terminal education. Many job classifications call for too much formal education. An example is the California four-year curriculum in dental hygiene.

20. Private and, possibly, public colleges and universities, in light of recent developments, are becoming educators of only the "well heeled." Large numbers of students will find it an economic necessity to attend community colleges where they can live with parents and where out-of-pocket overhead and fees are not as great.

21. Women should be encouraged to enter virtually every aspect of the educational program. The community college should be particularly conducive to education beyond the high school. It can cooperate by making it easy for women to continue their work part-time, and to interrupt it during the period of heaviest family obligations.

22. The preparation of the faculty of the community college ranges from highly academic to one that is trade oriented. The climate of the college must recognize equally the importance of excellence in each and all faculty members.

Conclusion

Educators are much aware of the importance of education to the world's future--even to its existence. They are encouraged by the awareness of forward thinking leaders for the need of upgrading the fiscal structure of all educational

institutions--elementary through college--both public and private. They are concerned that the expectations of results might heavily outweigh the investment in "seed grain"--presently and in the future, as in the past.

Educators would be less than human if they were not guilty, at times, of placing other professional interests above dedication to the improvement of teaching quality--particularly when their life style would have to change. Yet, in a world of change, with today's science, technology and scholarship progressing in an explosive manner, we must constantly search and study for improvement. In addition, continuous evaluation is necessary in order to make needed changes and development in curriculum.

While there are times when our salvation and hope seem to lie in returning to the "womb" where there can be comfort and protection, there is little reality in the thought of regression or abandonment of progress inherent in an age of science and technology. So educators must face the future with humility, dedication and enthusiasm, and not without concern for the deep responsibilities placed upon the community college.

Therefore, if one were to identify a single item, characteristic of the future, it would be "change." Corollary to change is the ability to adjust. The instrument for adjustment must be an educated populace, prepared to meet the changing demands of a complex and fast-changing society without sacrificing the responsibilities and privileges of individual freedom. As the college develops to meet the changing world, so must the community, or the institution will remain static and fail to serve the needs of society.

As was so ably stated by the historian, Will Durant, "The history of mankind is a race between education and catastrophe." The pace is faster than ever before and the stakes become increasingly higher. Progress for our nation depends upon community colleges working with an enlightened community in ever increasing numbers!

SEM/kao

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 11 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES